

DOCUMENT RESUME

ED 176 692

HE 011 858

TITLE National Report College-Bound Seniors, 1979.
INSTITUTION College Entrance Examination Board, New York, N.Y.
PUB DATE 79
NOTE 24p.
AVAILABLE FROM :College Board Publication Orders, Box 2815,
Princeton, New Jersey 08541

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Academic Achievement; College Admission; *College
Bound Students; *College Entrance Examinations;
Comparative Analysis; Higher Education; Measurement
Techniques; Minority Groups; *Ncrn Referenced Tests;
Seniors; Socioeconomic Status; *Student
Characteristics; Tests
IDENTIFIERS *Scholastic Aptitude Test; Student Descriptive
Questionnaire; *Test of Standard Written English

ABSTRACT

National results for the College Board's Admissions Testing Program for 1979 high school seniors are compiled in this annual report. Scores for the Scholastic Aptitude Test (SAT), the Test of Standard Written English (TSWE), and Achievement Tests are reported and analyzed, and data from the Student Descriptive Questionnaire (SDQ) is discussed. Average SAT Verbal and Mathematics scores of 1979 seniors are the lowest since 1972. The average TSWE score has declined each year since its introduction in 1975 and was lower for women than for men. Average scores for Achievement Tests showed a decline for the third consecutive year. Results of the SDQ support the following statements: (1) the percentage of minority students rose to an all-time high of 17.1 percent; (2) the median of estimated parental contribution toward college expenses was \$1,190; (3) Business and Commerce overtook Health and Medicine to become the most popular areas of intended study; and (4) interest in education showed a continued decline, sustaining a trend begun in 1973. Results indicate that students with the highest SAT scores tend to select the following areas of study in college: physical sciences, mathematics, English/literature, engineering, and biological sciences. Other SDQ areas discussed include: academic accomplishments in high school, plans for advanced degrees, housing preferences, extracurricular activities, and accomplishment and ambition. Data are tabulated for plans, test scores, high school record, socioeconomic characteristics, college plans, and type of high school attended. (Author/SF)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

National

ED176692

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

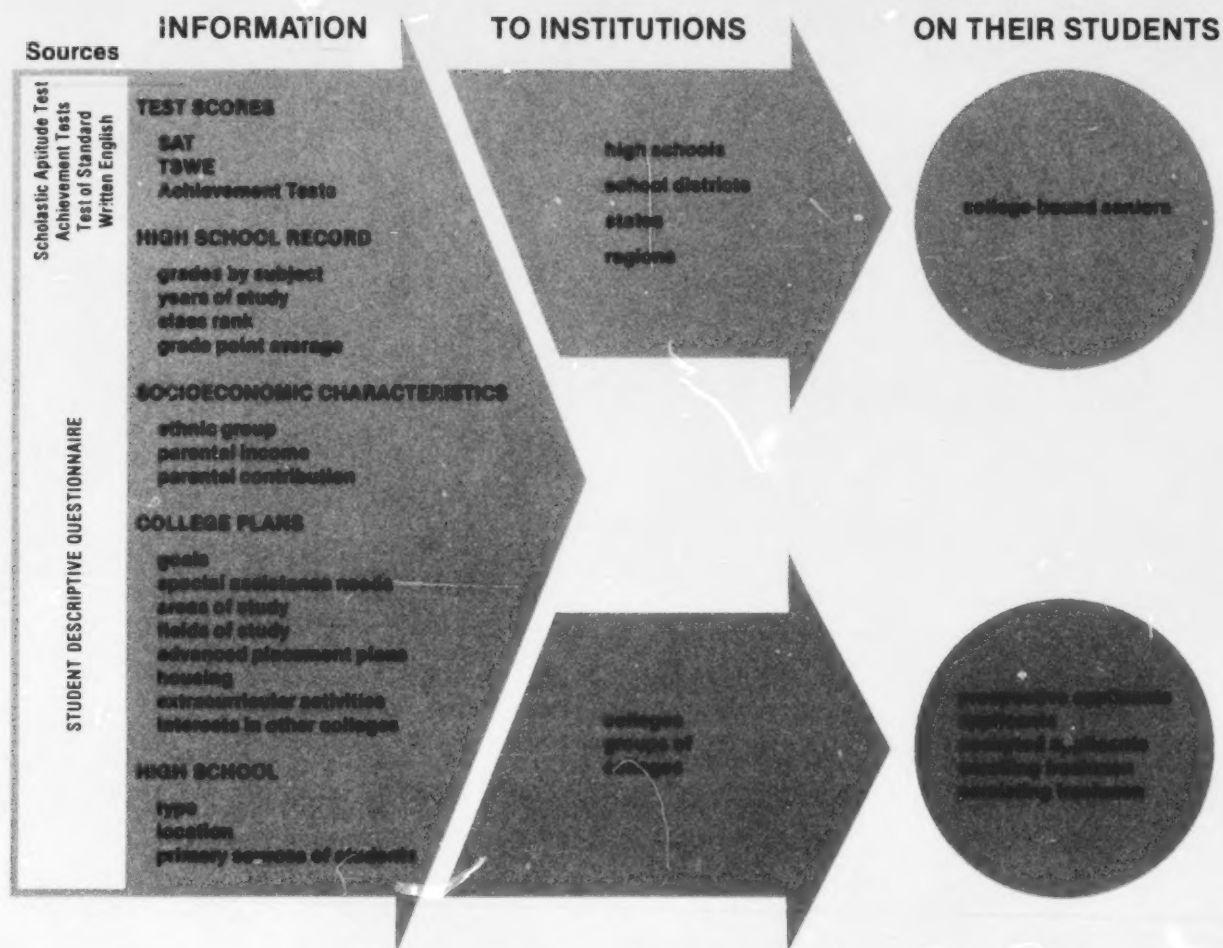
"PERMISSION TO REPRODUCE THIS
MATERIAL IN MICROFICHE ONLY
HAS BEEN GRANTED BY

CEEB

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

HE 011858

The Admissions Testing Program provides in Summary Reports

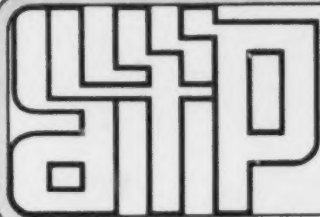


The Admissions Testing Program (ATP) is a service of the College Board, a nonprofit membership organization that provides tests and other educational services for students, schools, and colleges. The membership is composed of more than 2,500 colleges, schools, school systems, and education associations. Representatives of the members serve on the Board of Trustees and advisory councils and committees that consider the programs of the College Board and participate in the determination of its policies and activities.

This booklet was prepared and produced by Educational Testing Service (ETS), which develops and administers the tests of the Admissions Testing Program for the College Board.

The College Board and ETS are dedicated to the principle of equal opportunity, and their programs, services, and employment policies are guided by that principle.

Copyright © 1979 by College Entrance Examination Board. All rights reserved.



National Report

College-Bound Seniors, 1979

HIGHLIGHTS

- The number of women taking the Scholastic Aptitude Test (SAT) exceeded that of men for the fifth consecutive year.
- The average SAT scores of the 1979 seniors for the verbal section declined 2 points from 429 in 1978 to 427; the mathematical scores declined one point from 468 to 467. The average scores for both sections are at their lowest level since these reports were first prepared in 1972.
- Men had higher SAT scores, both verbal and mathematical, but women continued to excel on the Test of Standard Written English (TSWE).
- The average TSWE score has declined each year since the test's introduction in 1975, more markedly for women than for men.
- The average score for all Achievement Tests taken declined for the third consecutive year.
- Nearly three-fourths of the students rank in the highest two-fifths of their graduating class.
- Students took more courses in mathematics and physical sciences than ever before and their study of foreign languages remained at an all-time low. The number of years of study by women in mathematics has increased consistently since 1974, but most dramatically in 1979.
- Despite the recent increase in the number of years of study in mathematics, scores on the mathematics section of the SAT and on the Mathematics Level I Achievement Test have declined.
- The percentage of students who belong to an ethnic minority rose to an all-time high of 17.1 percent.
- The median of the estimated parental contribution toward college expenses was \$1,190. About three-quarters of all families cannot contribute fully to the costs of education at public four-year colleges with average annual expense budgets of \$3,258. About seven in eight cannot contribute fully to the \$5,526 annual costs at private four-year colleges.
- Business and commerce overtook health and medical to become the most popular area of intended college study. The larger part of this increase came from a dramatic rise in interest by women.
- Interest in education declined again, sustaining a trend begun in 1973.
- Students with the highest SAT scores tend to select the following areas of study in college: physical sciences, mathematics, English/literature, engineering, and biological sciences.

THE 1979 ATP NATIONAL REPORT

As this report is released, about half of the 3 million high school seniors of 1979 are in transition to about 3,000 colleges. About one-third of these students participated in the College Board's Admissions Testing Program (ATP). There they met the Scholastic Aptitude Test (SAT), the Test of Standard Written English, the Student Descriptive Questionnaire (SDQ), and many of them, the ATP Achievement Tests. By registering for and taking the examinations and by completing the SDQ, they created a pool of information about themselves and asked the College Board to report it to their high schools, to colleges and universities, and to scholarship sponsors.

The group records—institutional files kept cumulatively for each high school class—permit the information filed for individual students to be reported also for the high schools where those students were college-bound seniors and for the colleges and scholarship sponsors to which they were prospective applicants.

Students participate in the ATP as sophomores, juniors, or seniors, some more than once during the three years. The most recent information resulting from their participation is stored for analysis. Beginning in the summer following their graduation from high school, the College Board produces a series of ATP Summary Reports.

Through these reports, the College Board contributes information needed for the rational and responsible management of college entrance and completion. Such management requires schools and colleges to understand the personal, social, and academic factors involved as college-bound seniors become affiliated with individual colleges or systems of colleges. Because ATP Summary Reports prepared for individual schools and colleges and groups of schools and colleges are released by the College Board only to the institutions for which they are prepared, each sees only a fraction of several larger populations of college-bound students. Reports are, therefore, also prepared at the national, regional, and state levels for comparison with institutional data and as a public record of the characteristics of the majority of students who immediately enter college after high school. These reports may be obtained from the College Board offices listed on the back cover of this report.

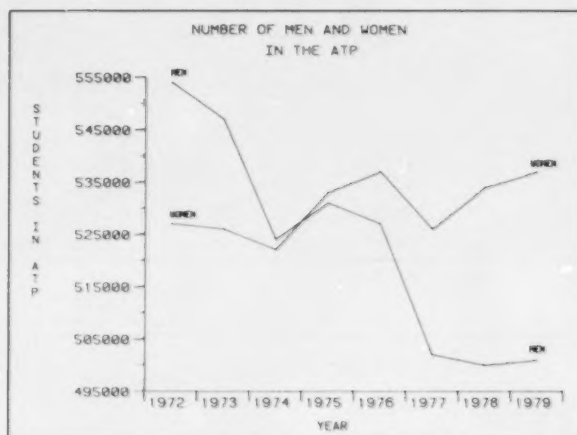
The national ATP Summary Report, the most comprehensive of all the reports, includes the records of all the 1979 seniors in the United States or abroad who registered for the "College Boards" by March of their senior year. The records include a handful of foreign nationals seeking higher education in the United States, but their participation rate is so small that it does not significantly influence the results described here.

ONE MILLION COLLEGE-BOUND SENIORS

The one million students who take the SAT and respond to the SDQ while they are in high school represent only

about one-third of all 1979 high school graduates and about two-thirds of all graduates who go directly to college. As a result, what is reported here about the 1979 seniors who took the SAT cannot be taken as necessarily true of all 1979 high school graduates or all 1979 college freshmen. However, the strong increase in the SDQ response rate from 77 percent in 1976 to 91 percent in 1979 means that the ATP Summary Reports are becoming nearly a complete description of the ATP participants.

WOMEN AND MEN



For the fifth consecutive year, the number of women registering for the ATP exceeded that of men (51.7 percent to 48.3 percent). Although the total number of ATP registrants has remained stable since 1972, there has been a steady increase in the proportion who are female (48.8 to the current 51.7 percent) and a corresponding decrease in the proportion who are male (51.2 to the current 48.3 percent). (See the graph above.)

SCHOLASTIC APTITUDE TEST SCORES

The population of students currently taking the SAT is broadly based across the full range of abilities measured by the test, but more apt in comparison to all high school seniors. If all of the three million high school seniors were to take the SAT, their estimated average verbal score would be 368 and their estimated average mathematical score would be 402. The averages actually attained, as displayed in the table on the next page, show that the population taking the SAT is self-selected. Although the 1979 seniors who took the SAT were relatively more able as compared to students generally, they nevertheless had slightly lower SAT averages than their predecessors who took the SAT. The average verbal score was

427, down 2 points from the 429 of the previous year. The average mathematical score declined from 468 to 467.

Men outperform women slightly on the verbal test with average scores of 431 versus 423. This difference in scores by sex has widened from 3 to 8 points over the 2-year period 1976-1978, but stayed the same in 1979. The difference may be attributable to the declining proportion of men taking the SAT.

SAT Score Averages for College-Bound Seniors, 1967-1979*						
	Verbal			Mathematical		
	Male	Female	Total	Male	Female	Total
1967	463	468	466	514	467	492
1968	464	466	466	512	470	492
1969	459	466	463	513	470	493
1970	459	461	460	509	465	488
1971	454	457	455	507	466	488
1972	454	452	453	505	461	484
1973	446	443	445	502	460	481
1974	447	442	444	501	459	480
1975	437	431	434	495	449	472
1976	433	430	431	497	446	472
1977	431	427	429	497	445	470
1978	433	425	429	494	444	468
1979	431	423	427	493	443	467

*The averages for 1967 through 1971 are estimates of the averages that would have been reported for college-bound seniors of those years if such reports had been produced.

In mathematics, average scores for males fell 1 point to 493, and those for females dropped the same amount to 443. The difference in male and female averages increased from 42 points in 1973 to 50 points in 1979. This difference is even greater for students with an outstanding high school record; men in the top tenth of their class have a mathematical average which is 67 points higher than that of women in the top tenth of their class. In an era when women are redefining their roles and are aspiring in greater numbers toward advanced degrees and toward study in business and commerce, engineering, and health and medical fields of study, the disparity between mathematical averages by sex has widened.

READING COMPREHENSION AND VOCABULARY SUBSCORES

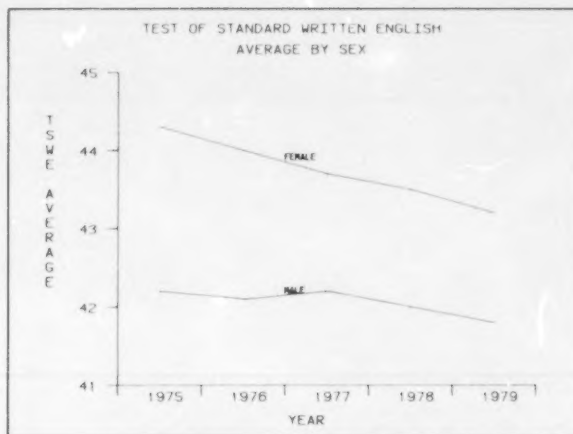
Of the four types of questions in the verbal section, two types—the sentence completions and the reading passages—yield the reading comprehension subscore. The analogies and antonyms produce the vocabulary subscore. Verbal subscores are reported in 2 digits on a 20-to-80 point scale.

Because the verbal score is derived from the same questions as are the two verbal subscores, the slightly higher scores men achieve on the verbal tests are reflected in the verbal subscores. The reading comprehension average for men, 42.9 or 429 on the familiar College Board scale of 200 to 800, is higher than the average for

women, 42.5 or 425. The difference by sex in vocabulary averages, 43.5 or 435 for men and 42.3 or 423 for women, is relatively large. Because the difference in vocabulary subscores is greater than that in reading comprehension, vocabulary questions contribute more to the differences in verbal scores.

TEST OF STANDARD WRITTEN ENGLISH

Research demonstrated that the Test of Standard Written English is effective in helping colleges, particularly those with diversified student bodies, to place students in the most appropriate English courses. The test is shorter (30 minutes) and easier than the English Composition Achievement Test. It evaluates students' ability to recognize standard written English, the language of most college textbooks and the one they will be expected to use in the papers they will write for most college courses. Scores on the test are reported in 2 digits on a 20-to-60+ scale. Because the test is not intended to distinguish among students whose command of standard written English is better than average, the score scale is deliberately truncated at 60+.



The differences by sex in the TSWE scores are more pronounced than those noted in the reading comprehension and vocabulary subscores. Furthermore, the direction of the difference is reversed: women have higher scores on this test. The average scores for women and men are 43.2 and 41.8, respectively, a difference of 1.4 or 14 points on the 200-to-800 scale. (See the graph above.) The average score for the sexes combined declined from 42.8 of the previous year to 42.5 in 1979.

The average for men fell from 42.0 in 1978 to 41.8 in 1979 and that for women declined from 43.5 to 43.2. Four percent of the women and 3 percent of the men earned the highest score reported (60+). The percent scoring at this level has declined from 5 to 3 percent since 1977. Since its introduction in 1975, the average score for men and women combined has declined consistently from 43.2 to 42.5, even though there has been well-publicized concern for the writing skills of entering college stu-

dents. The decline for women of 1.1 (or 11 points) is almost 3 times the decline for men of .4 (or 4 points).

ACHIEVEMENT TEST SCORES

The Achievement Tests series includes one-hour multiple-choice tests in 15 academic subjects. About one in five students who take the SAT also take one or more Achievement Tests. They typically take three, one of which is almost always the English Composition Test. The second most popular subject is mathematics, which is tested at two levels. Relatively few students (approximately 35,000) take Mathematics Level II (the more advanced level), but over 70 percent of those who take Achievement Tests include Mathematics Level I in their series. Third in popularity is the Achievement Test in American History and Social Studies; almost 30 percent choose it. Fewer candidates select the remaining tests, as they round out their series of three with a test in a subject in which they feel prepared, or with one specified by a college they plan to attend.

This report includes Achievement Test score distributions for the 15 tests and a score distribution for the average of the tests taken by each candidate (Table 4). Score averages for each test appear in the tables as well as the average SAT-verbal and -mathematical scores for those taking each test. The SAT averages allow comparison of the verbal and mathematical abilities of the self-selected group taking each Achievement Test with those of the total SAT population (Table 1). In terms of these aptitude measures, the most able students took the Mathematics Level II, Physics, Latin, and Chemistry Tests. The least able students were those taking the Spanish, Literature, Mathematics Level I, and American History Tests. However, only about one in four students who take the SAT have averages at least as high as those who take the Achievement Tests.

Even though the SAT averages for students who took Achievement Tests have increased, the score average for all Achievement Tests taken declined from 538 in 1976 to 529 in 1979. Tests whose averages declined significantly from the previous year include American History, Physics, and both mathematics tests. Average scores increased significantly for Russian and Latin.

The number taking Achievement Tests declined by four percent. These declines were fairly evenly distributed over most of the tests. However, the number taking Mathematics Level II, Latin, and Hebrew did increase.

ACADEMIC ACCOMPLISHMENTS IN HIGH SCHOOL

Students answer several questions about their academic performance in high school—their class rank, latest grade in each of six academic subject areas, years of study since the beginning of ninth grade, whether the grade was earned in an "advanced, accelerated, or honors" course, and how many scholastic honors or awards they received.

Table 8 contains a grade point average (GPA), which is the average of the grades reported in the six areas listed in Table 5, converted to a four-point scale, and weighted by the expected years of study in Table 6.

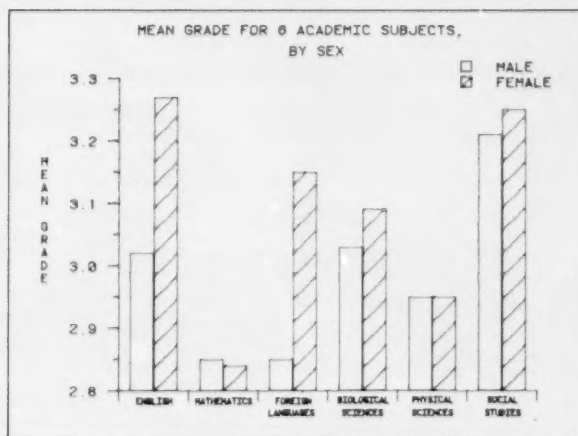
The national ATP Summary Reports show 3 straight years of increases in average GPA, from 3.04 in 1973 to 3.12 in 1976, followed by 3 straight years of decreases to 3.08 in 1979. Although one may be tempted to conclude that the phenomenon of grade inflation in high schools has ended, two other sets of circumstances may lead one to infer otherwise. The first is the median percentile high school rank. It has decreased substantially during the period of GPA decline from 78.5 in 1976 to 75.6 in 1979. Thus, one might conclude that students from lower ranks of their class with lower high school grade point averages are now taking the ATP in greater numbers.

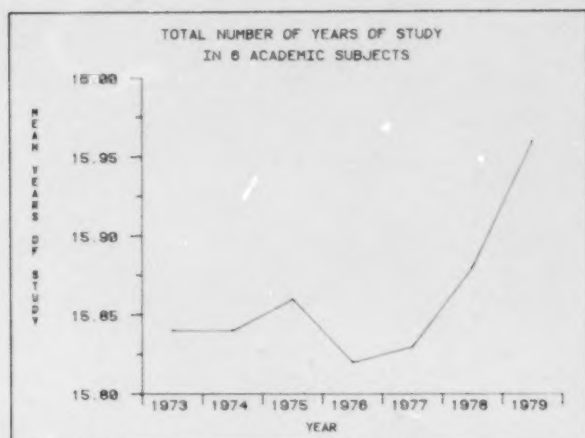
The second circumstance is that the percentage of students responding to the questions about high school grades, from which Table 8 is computed, has increased from 75 percent in 1976 to 89 percent in 1979. From these data, one could conclude that students with low high school rank (and lower GPA) were the students who did not respond as frequently to the SDQ in 1976. Because they are responding in greater numbers, they are reducing both the median percentile high school rank and the average high school GPA.

The mean grade point average for females (3.13) was higher than that for males (3.01), a difference which has been consistent for the past three years. By subject matter, the average for the sexes combined ranged from 2.84 in mathematics to 3.23 in social studies. Although males have a slightly higher average in mathematics, females have substantially higher averages in foreign languages and English, and somewhat higher averages in biological sciences and social studies. (See the graph below.)

It was in English and mathematics (15 percent each) that the largest percentages of students indicated that their latest grade had been earned in an advanced, accelerated, or honors course.

The average number of expected years of study in the 6 academic areas had been very stable between 1973 and 1977. However, in the last two years there have been





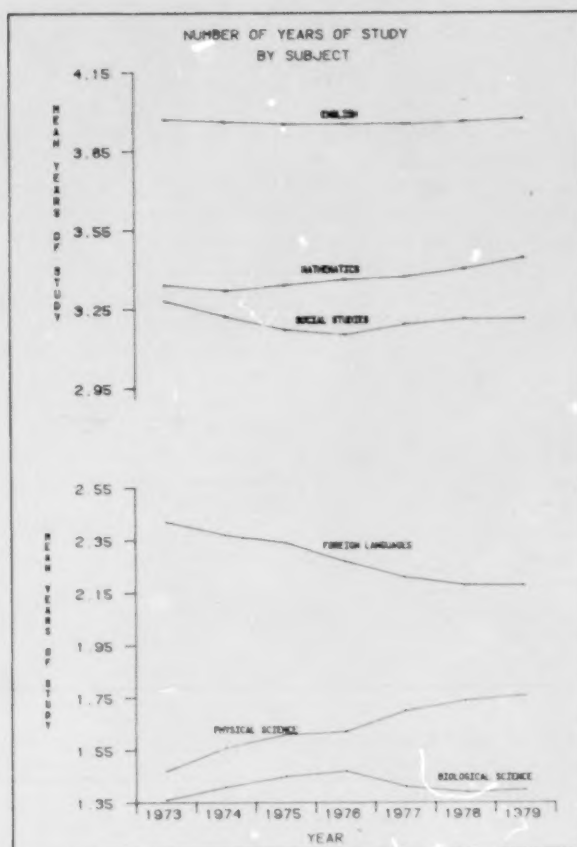
noticeable increases, from a total of 15.83 years in 1977, to 15.88 in 1978, to 15.96 in 1979. (See the graph above.) Thus, compared to 1977 seniors, on the average, 13 out of every hundred 1979 seniors are taking an additional year of an academic course. The extra course has most frequently been in mathematics or physical sciences. It is notable that, despite these increases, both SAT and Achievement Test averages have fallen in the last two years.

The 1979 seniors expected to have studied 4 academic subjects during each of the 4 years of high school. Nine out of every 10 indicated that they expected to have studied English 4 or more years before graduating.

More senior men than women (64 versus 45 percent) expected to have completed 4 or more years of mathematics. Slightly less than 40 percent expected to study 4 or more years of social studies, and no more than 1 in 5 expected to study as much in other areas.

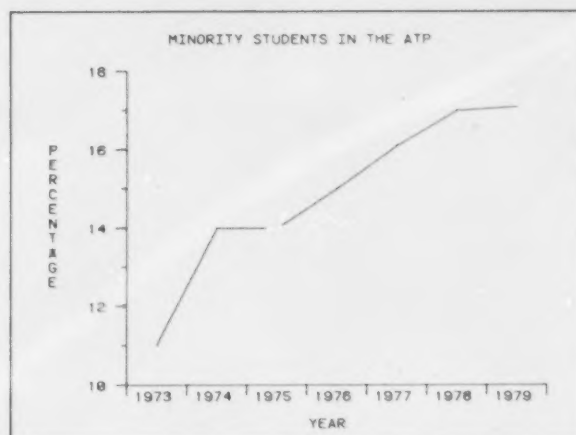
Men generally take more courses in mathematics and physical sciences and women take more foreign language courses. Since 1973, students of both sexes have shifted toward study in mathematics and physical sciences and away from foreign languages. (See the graph at the top of the next column.) The shift by women toward study in mathematics has accelerated in the past 2 years. Despite the recent increase in the number of years of study in mathematics, scores on the mathematics section of the SAT and on the Mathematics Level I Achievement Test have declined.

Seventy-one percent reported themselves to be in the highest two-fifths of their high school class, and nearly all the remainder reported they were in the middle fifth (Table 7). Only three percent reported they were in the lower two-fifths of their class. Of those whose SAT average was 600 or above, 90 percent ranked in the top fifth of their class; of those with averages below 400, only 19 percent were in the top fifth of their class. Since 1976, when the self-reported class rank by SAT average was first reported, the verbal mean of those in the top tenth has declined from 524 to 514; the mathematical mean from 580 to 568.



MINORITY AND MAJORITY

The percentage of students who describe themselves as belonging to an ethnic minority increased only slightly after more substantial increases in the three previous years. (See the graph below.) Of the 17.1 percent minority, 8.9 percent indicated they were black, 2.8 percent



Oriental, 2.4 other, 1.6 percent Mexican American, 1.0 percent Puerto Rican, and 0.4 percent American Indian. The percentage of Orientals has increased .2 percent in each of the last 4 years, an increase of about 2,000 students per year. Women constitute 55.2 percent of those who identify themselves as minority, about the same as last year, compared to 51.7 percent of all students and 59.9 percent of those who identify themselves as black.

POOR AND RICH

The median family income reported is \$20,800, up 8 percent from \$19,200 last year. Median incomes by ethnic group range from a low of \$10,200 for blacks to a high of \$22,000 for whites. Fewer blacks (7 percent) than members of any other ethnic group reported incomes of \$30,000 and above. The ethnic group reporting the largest percentage gain in median income from the prior year was Mexican American (13 percent) followed by Oriental (11 percent), Puerto Rican and other (9 percent each), black, white, and American Indian (7 percent each).

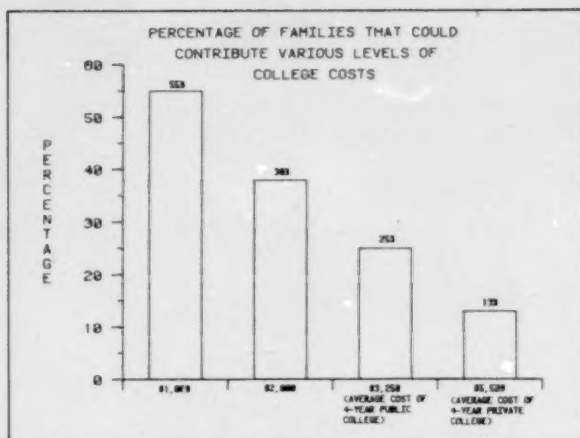
Parents' income (Table 10) is combined with other information students report about how many persons are dependent on their parents for financial support, and how many of those persons will be in college during their freshman year. From such combinations, estimates of the amount of money that parents can be expected to contribute toward the cost of the 1979 seniors' further education are calculated according to College Scholarship Service standards in Table 11. The median parental contribution is \$1,190. For those students who responded to the question about parents' income without considering sources of income other than wages or salaries, the estimates of parental contribution are lower than those reported by the College Scholarship Service in more detailed needs analysis documents. This is more likely to happen at the upper end of the income scale.

Ethnic groups vary dramatically as to parents' ability to contribute toward higher education costs. Median contributions range from \$410 per year for blacks and Puerto Ricans, \$470 for Mexican Americans, \$570 for other, \$590 for American Indians, \$720 for Orientals, to \$1,570 for whites.

Only about one-quarter of all families can contribute fully to the costs of education at public four-year institutions with average per student charges of \$3,258. Only 13 percent will be able to contribute fully to the cost of education at private four-year colleges and universities, which averages \$5,526. (See the graph at the top of the next column.)

Of those responding to the question on special assistance (Table 13), 40 percent said they were planning to ask the college for help in finding part-time work. About 70 percent of those responding to the question on financial assistance indicated plans to apply for financial aid. These responses show a small decrease from last year in plans for part-time work and a small increase in plans to apply for financial aid.

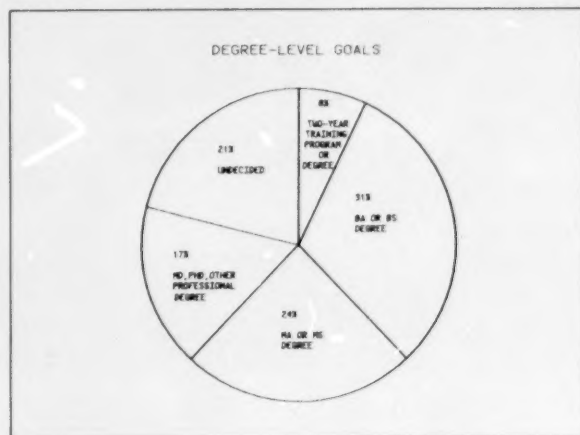
Only 5.7 percent (approximately 57,000) of the students taking the SAT have an SAT average of 500 or above and parents able to contribute \$5,000 or more to their edu-



cation. Thus, the pool of potential applicants who can afford to pay the bills at colleges with high costs and whose aptitude is probably strong enough to meet the intellectual challenges of the more competitive colleges is severely limited. This pool shrank by about 16,000 from the previous year.

PLANS FOR ADVANCED DEGREES

Twenty-one percent of the students indicated they were undecided about the highest level of education they plan to complete, a steady decrease from 27 percent in 1973. Very few (6 percent) indicated plans to complete only a 2-year program, while 41 percent plan to complete an advanced or professional degree. (See the graph below.) Women are more likely than men to want to go no further than the baccalaureate degree (40 versus 35 percent). Men are more likely to aspire toward a professional degree (20 versus 15 percent); this difference has narrowed since 1973 when the corresponding percentages were 23 versus 11 percent. Whereas plans for an M.D., Ph.D., or other professional degree have been relatively stable since 1973, plans for a master's degree have increased consistently from 19 percent in 1973 to 24 percent in 1979.



HELP WANTED

In response to questions about the kind of assistance students may want to receive outside of regular course work, 40 percent indicated they desired assistance in finding part-time work, 37 percent in educational counseling, and 28 percent in vocational or career counseling. About one in five desire assistance in developing study skills and less than one in six in basic skills development in mathematics, writing, and reading. Despite a nationwide concern for the writing skills of entering college freshmen, only 14 in 100 indicated plans to seek help in this area. Minority students are more likely to ask for help in one or more areas. For example, 95 percent of blacks plan to ask for assistance in one or more areas versus 81 percent of the whites. These patterns of response have remained relatively unchanged since 1972.

INTENDED AREAS OF STUDY IN COLLEGE

Over 200 fields of study are grouped under 29 curricular areas in the questionnaire. Students respond by indicating their first and second choices, but only the first choices are reported here. They are organized by broad area (arts and humanities, for example) and by area (architecture/environmental design, for example) in Table 14 and by specific field (city planning, for example) in Table 15.

The five most popular curricular areas in descending order were: business and commerce (17.8 percent); health and medical (15.5 percent); engineering (10.1 percent); social studies (8.2 percent); and education (6.5 percent). (See below.) For the first time since these data were collected in 1972, business and commerce became the most popular area, deposing health and medical. Engineering was the only other of the five most popular areas to experience an increase in interest. Education declined in interest, sustaining a trend begun in 1973.

Top Five Intended Areas of Study			
	% Males	% Females	% Total
Business and Commerce	18.2	17.3	17.8
Health and Medical	9.7	20.7	15.5
Engineering	18.9	2.3	10.1
Social Sciences	8.3	8.0	8.2
Education	3.1	9.5	6.5

Other trends sustained this year were: increases in computer science and systems analysis (more than doubled in interest since 1975), communications, art, and theater arts; and decreases in mathematics (declined for 5 years in a row and now has half the interest it had in 1975), biological sciences, agriculture, physical sciences, philosophy and religion, and forestry/conservation. (See the lists at the top of the next column.) After declining for 4 years in a row, both English/literature and history and cultures leveled off this year.

Intended Area of Study Trends		
Increasing in Interest	Decreasing in Interest	Trend Not Clear
Art	Agriculture	Geography
Business and Commerce	Architecture/Environmental Design	Military Science
Communications	Biological Sciences	Psychology
Computer Science/ Systems Analysis	Education	Social Sciences
Engineering	English/Literature	Trade and Vocational
Theater Arts	Ethnic Studies	
	Foreign Languages	
	Forestry/Conservation	
	Health and Medical	
	History and Cultures	
	Home Economics	
	Library Science	
	Mathematics	
	Music	
	Philosophy and Religion	
	Physical Sciences	

Subject area choices differ greatly by sex. For males, the most popular choice is engineering (18.9 percent, up from the previous year) followed by business and commerce (18.2 percent), health and medical (9.7 percent), and social sciences (8.3 percent). For females, the most popular choices are health and medical (20.7 percent), business and commerce (17.3 percent, up sharply from the previous year), education (9.5 percent), social studies (8.0 percent), and art (6.2 percent). Female interest in business and commerce has increased 2½ times since 1973. The lists below show those areas of study that are predominantly male and those that are predominantly female.

Intended Areas of Study Primarily Sought by One Sex			
Predominantly Male		Predominantly Female	
	% Male		% Female
Military Science	91%	Home Economics	93%
Engineering	88%	Library Science	93%
Architecture/ Environmental Design	78%	Foreign Languages	86%
Geography	77%	Psychology	79%
Physical Sciences	74%	Education	77%
Forestry/ Conservation	73%	Art	75%
Agriculture	65%	Theater Arts	73%
Philosophy and Religion	64%	English/Literature	72%
History and Cultures	60%	Health and Medical	71%

The most popular specific fields of study were business management and administration (5.5 percent), accounting (4.3 percent), premedicine (3.6 percent), pre-law/law (3.4 percent), and registered nursing (3.0 percent). Reflecting the trend toward business and commerce and away from health and medical, for the third year in a row there was a sharp increase in interest in

business management and administration and a sharp decrease in interest in registered nursing. Interest in accounting also increased, and interest in premedicine leveled off after two years of sharp decrease.

Table 14 contains for the second year the mean SAT-verbal and -mathematical scores by area of study. The four highest ranking verbal averages were found among those choosing English/literature (505), physical sciences (498), history and cultures (478), and library science (476). The lowest average verbal scores were found among trade and vocational (353), ethnic studies (372), home economics (389), and education (392).

The four highest ranking mathematical averages were found among those choosing mathematics (580), physical sciences (561), engineering (536), and biological sciences (507). The lowest average mathematical scores were found among ethnic studies (386), trade and vocational (394), home economics (417), and education (420).

HOUSING

Somewhat more than half (56 percent) wish to live in a dormitory during their first two years of college, a little more than a quarter (26 percent) at home, 15 percent in an apartment, and 4 percent in a fraternity or sorority house. (This last figure increased from 3 percent for the first time since 1974.) Since 1974, when preferences were distributed almost evenly between single-sex and coeducational dormitories, each year has seen a shift from single-sex (23 percent in 1979) to coed (33 percent in 1979). Those interested in a single-sex dormitory are more likely to be women (29 percent) than men (17 percent).

EXTRACURRICULAR ACTIVITIES

More than two-thirds (69 percent) of the students were active in athletics in high school; 44 percent in art, music, or dance; 42 percent in social or community clubs; 34 percent in religious organizations; 29 percent in journalism, debating, or dramatics; 24 percent in student government; 13 percent in departmental or preprofessional clubs; and 6 percent in ethnic organizations. Most of the students plan a reduction in extracurricular activities while in college, particularly in athletics (69 to 56 percent) and religious organizations (34 to 22 percent). The only activities in which students plan to be more active in college than in high school are departmental or preprofessional clubs (13 to 18 percent) and social or community clubs (42 to 45 percent). With the exception of athletics, the rate of participation of women is greater than that of men (35 to 29 percent overall) in high school, and they plan to be more active than men in college. Since 1976, both men and women have been showing a declining interest in extracurricular activities except for athletics and music.

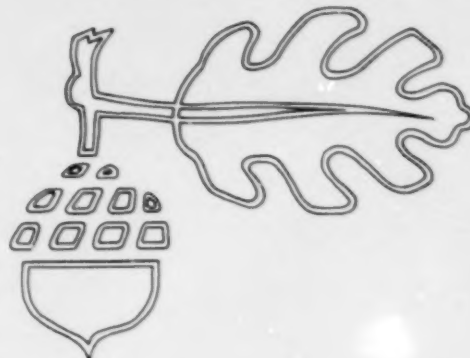
ACCOMPLISHMENT AND AMBITION

The information in the following tables suggests that the majority of the 1979 seniors who took Admissions Testing Program tests are scholastically apt among their peers and extensively studied academic subjects in high school. Their intended areas of study and career plans reflect changing roles and ambitions for women and for careers in professions where opportunity is expanding. Many, too, are undecided as to the extent of their degree ambitions, or the field of study in which to concentrate.

COLLEGE BOARD ATP SUMMARY REPORTS NATIONAL

1978-79 COLLEGE-BOUND HIGH SCHOOL SENIORS

This report summarizes the most recent College Board ATP records of 1978-79 seniors who registered for SAT or Achievement Tests at any time during their high school years. The March 1979 administration is the most recent one from which records are included.



	Male	Female	Total
Number in This Report			
* Total	500,799	536,725	1,037,524
* with SAT Scores	479,319	512,446	991,765
* with at Least One ATP Achievement Test	103,665	97,727	201,392
* with at Least One Student Descriptive Questionnaire (SDQ) Response	449,688	498,671	948,359

Table of Contents

I. Test Scores

TABLE 1:	Scholastic Aptitude Test (SAT) Scores	12
TABLE 2:	SAT-Verbal Subscores	12
TABLE 3:	Test of Standard Written English (TSWE) Scores	12
TABLE 4:	Achievement Test Scores	13

II. High School Record

TABLE 5:	Latest, Self-Reported Grades by Subject	14
TABLE 6:	Number of Years of Study by Subject	14
TABLE 7:	Self-Reported Class Rank by SAT Average	15
TABLE 8:	Estimated High School Grade Point Average	15

III. Socioeconomic Characteristics

TABLE 9:	Ethnic Background	15
TABLE 10:	Annual Parental Income by Ethnic Group	16
TABLE 11:	Estimated Parental Contribution toward Applicants' Education, by SAT Average	16

IV. College Plans

TABLE 12:	Degree-Level Goals	17
TABLE 13:	Plans to Ask College for Special Assistance, by Areas of Need and Ethnic Group	17
TABLE 14:	Intended Areas of Study - First Choice	18
TABLE 15:	Intended Specific Fields of Study - First Choice	19
TABLE 16:	Advanced Placement Plans by Honors Course Participation	21
TABLE 17:	Housing Preferences	21
TABLE 18:	Extracurricular Activities in High School and Plans for College	22

V. High Schools

TABLE 19:	Type of High School	22
-----------	---------------------------	----

I. TEST SCORES

TABLE 1: Scholastic Aptitude Test (SAT) Scores

VERBAL						MATH						
Male		Female		Total			Male		Female		Total	
Number	%	Number	%	Number	%	Score	Number	%	Number	%	Number	%
1,416	0	1,234	0	2,650	0	750-800	7,776	2	1,283	0	9,059	1
5,450	1	4,779	1	10,229	1	700-749	16,537	3	4,943	1	21,480	2
11,184	2	9,885	2	21,069	2	650-699	29,053	6	12,636	2	41,689	4
21,574	5	20,739	4	42,313	4	600-649	48,088	10	28,705	6	76,793	8
35,220	7	33,991	7	69,211	7	550-599	60,179	13	45,962	9	106,141	11
57,015	12	57,768	11	114,783	12	500-549	75,735	16	72,161	14	147,896	15
72,415	15	75,059	15	147,474	15	450-499	68,566	14	78,563	15	147,129	15
86,557	18	94,031	18	180,588	18	400-449	61,396	13	83,161	16	144,557	15
77,702	16	86,798	17	164,500	17	350-399	50,740	11	76,232	15	126,972	13
58,137	12	66,661	13	124,798	13	300-349	38,395	8	65,396	13	103,791	10
34,162	7	39,588	8	73,750	7	250-299	19,121	4	36,462	7	55,583	6
18,392	4	21,860	4	40,252	4	200-249	3,513	1	6,802	1	10,315	1
479,224		512,393		991,617		Number	479,099		512,306		991,405	
431		423		427		Mean	493		443		467	
111		110		110		Standard Deviation	121		109		117	

TABLE 2: SAT-Verbal Subscores

Reading Comprehension						Vocabulary						
Male		Female		Total		Score	Male		Female		Total	
Number	%	Number	%	Number	%		Number	%	Number	%	Number	%
1,220	0	962	0	2,182	0	75-80	3,148	1	2,921	1	6,069	1
4,116	1	3,259	1	7,375	1	70-74	7,286	2	6,969	1	14,155	1
13,868	3	12,056	2	25,924	3	65-69	12,010	3	11,584	2	23,594	2
22,746	5	21,327	4	44,073	4	60-64	22,248	5	21,205	4	43,453	4
35,333	7	35,336	7	70,669	7	55-59	41,436	9	39,522	8	80,958	8
52,766	11	55,897	11	108,663	11	50-54	60,161	13	58,023	11	118,184	12
70,475	15	76,813	15	147,288	15	45-49	71,653	15	72,115	14	143,768	15
82,103	17	91,841	18	173,944	18	40-44	78,033	16	83,193	16	161,226	16
78,961	16	87,720	17	166,681	17	35-39	73,341	15	82,909	16	156,250	16
64,998	14	71,042	14	136,040	14	30-34	45,477	9	54,091	11	99,568	10
34,434	7	36,305	7	70,739	7	25-29	35,113	7	43,196	8	78,309	8
18,126	4	19,646	4	37,772	4	20-24	28,918	6	36,585	7	65,483	7
478,846		512,204		991,050		Number	478,824		512,193		991,017	
42.9		42.5		42.7		Mean	43.5		42.3		42.9	
11.3		10.9		11.1		Standard Deviation	12.0		12.0		12.0	

TABLE 3: Test of Standard Written English (TSWE) Scores

Score	Male		Female		Total	
	Number	%	Number	%	Number	%
60+	13,551	3	19,169	4	32,720	3
55-59	50,098	10	64,278	13	114,376	12
50-54	67,215	14	81,072	16	148,287	15
45-49	77,906	16	88,685	17	166,591	17
40-44	72,643	15	76,158	15	148,801	15
35-39	67,814	14	67,250	13	135,064	14
30-34	53,181	11	49,146	10	102,327	10
25-29	37,189	8	32,806	6	69,995	7
20-24	39,166	8	33,597	7	72,763	7
Number	478,763		512,161		990,924	
Mean	41.8		43.2		42.5	
Standard Deviation	10.9		10.7		10.8	

TABLE 4: Achievement Test Scores

Average of Scores		English Composition		Score	Mathematics Level 1		American History	
Number	%	Number	%		Number	%	Number	%
1,207	1	1,722	1	750-800	2,288	2	399	1
5,821	3	6,570	4	700-749	5,772	4	1,049	2
14,529	7	14,535	8	650-699	12,377	9	2,436	4
25,806	13	20,584	11	600-649	19,105	13	4,052	7
36,481	18	29,510	16	550-599	27,465	19	6,554	11
41,054	20	32,832	18	500-549	29,439	20	9,140	16
36,772	18	30,806	16	450-499	22,323	15	10,978	19
24,299	12	25,742	14	400-449	16,465	11	11,111	19
11,408	6	14,559	8	350-399	7,600	5	7,829	13
3,415	2	7,702	4	300-349	2,313	2	3,502	6
571	0	2,371	1	250-299	410	0	825	1
29	0	331	0	200-249	15	0	130	0
201,392		187,266		Number	145,572		58,005	
529		514		Mean	537		480	
92		106		Standard Deviation	97		101	
508		511		SAT-Verbal Average	498		510	
554		556		SAT-Math Average	549		543	
Biology		Mathematics Level 2		Score	Chemistry		French	
Number	%	Number	%		Number	%	Number	%
1,030	2	6,411	19	750-800	1,808	5	1,283	5
3,166	7	6,098	18	700-749	2,823	8	1,587	7
4,784	11	7,360	21	650-699	4,336	13	2,220	9
6,218	14	6,629	19	600-649	5,568	16	3,067	13
6,904	16	4,429	13	550-599	5,589	16	3,700	16
6,858	16	1,530	4	500-549	5,837	17	4,055	17
5,817	14	932	3	450-499	4,554	13	3,742	16
4,366	10	630	2	400-449	2,618	8	2,615	11
2,523	6	316	1	350-399	889	3	1,147	5
1,032	2	143	0	300-349	132	0	197	1
259	1	32	0	250-299	5	0	8	0
45	0	3	0	200-249	0	0	0	0
43,002		34,513		Number	34,159		23,621	
547		657		Mean	575		554	
109		95		Standard Deviation	102		108	
520		557		SAT-Verbal Average	536		543	
555		648		SAT-Math Average	613		561	
Spanish		Literature		Score	Physics		German	
Number	%	Number	%		Number	%	Number	%
1,599	7	194	1	750-800	855	6	433	8
1,579	7	887	5	700-749	1,484	10	352	7
1,940	8	1,513	9	650-699	1,910	13	404	8
2,465	10	2,173	13	600-649	2,367	16	575	11
3,049	13	2,483	15	550-599	2,493	17	742	14
3,656	16	2,673	16	500-549	2,640	18	783	15
3,712	16	2,726	16	450-499	1,952	13	728	14
3,105	13	1,984	12	400-449	994	7	661	13
1,930	8	1,344	8	350-399	322	2	356	7
464	2	765	4	300-349	28	0	106	2
29	0	240	1	250-299	1	0	14	0
0	0	30	0	200-249	0	0	0	0
23,528		17,012		Number	15,046		5,154	
542		522		Mean	580		550	
118		111		Standard Deviation	101		120	
503		524		SAT-Verbal Average	535		540	
535		515		SAT-Math Average	638		578	

TABLE 4 (Continued): Achievement Test Scores

European History		Latin		Score	Hebrew		Russian	
Number	%	Number	%		Number	%	Number	%
75	2	28	2	750-800	39	6	101	32
129	4	50	3	700-749	65	10	23	7
264	8	116	7	650-699	91	14	22	7
329	10	178	11	600-649	114	18	23	7
486	14	258	16	550-599	112	18	22	7
539	16	279	18	500-549	96	15	29	9
641	19	279	18	450-499	83	10	33	11
474	14	240	15	400-449	34	5	25	8
357	10	127	8	350-399	17	3	25	8
103	3	15	1	300-349	6	1	6	2
20	1	0	0	250-299	0	0	2	1
3	0	0	0	200-249	0	0	0	0
3,420		1,570		Number	637		311	
516		524		Mean	588		613	
108		98		Standard Deviation	102		157	
564		567		SAT-Verbal Average	541		540	
547		585		SAT-Math Average	563		581	

II. HIGH SCHOOL RECORD

TABLE 5: Latest, Self-Reported Grades by Subject (1978-79 SDQ Questions 12-17)

	English		Mathematics		For. Languages		Bio. Sciences		Phy. Sciences		Soc. Studies	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
	%	%	%	%	%	%	%	%	%	%	%	%
A (4.0)	27.8	41.2	27.0	26.2	28.9	41.5	32.3	35.2	28.9	28.1	40.5	43.1
B (3.0)	48.4	46.0	38.8	38.8	36.2	36.5	42.2	41.7	41.9	43.1	42.3	41.1
C (2.0)	21.2	11.7	27.3	27.6	25.9	17.3	21.4	19.5	24.3	24.1	15.1	13.8
D (1.0)	2.2	0.9	6.0	6.4	6.8	3.6	3.5	3.2	4.0	3.8	1.9	1.7
F (0)	0.2	0.1	0.8	0.7	1.4	0.7	0.4	0.3	0.5	0.5	0.2	0.1
Pass	0.2	0.1	0.2	0.3	0.7	0.5	0.2	0.2	0.4	0.5	1.1	0.2
Number Responding	437704	486541	436887	486556	375940	437095	415737	467283	404438	424691	435032	484821
Mean Grade (by Sex)	3.02	3.27	2.85	2.84	2.85	3.15	3.03	3.09	2.95	2.95	3.21	3.25
Mean Grade (Total)	3.15		2.84		3.01		3.06		2.95		3.23	
Percent Honors Courses	13.1	15.7	16.3	12.9	6.9	7.7	9.8	9.1	11.1	8.6	9.0	8.6
Percent Honors (Total)	14.5		14.5		7.3		9.4		9.8		8.8	

TABLE 6: Number of Years of Study by Subject (1978-79 SDQ Questions 6-11)

	English		Mathematics		For. Languages		Bio. Sciences		Phy. Sciences		Soc. Studies	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
	%	%	%	%	%	%	%	%	%	%	%	%
No Courses	0.3	0.2	0.4	0.5	15.7	11.0	5.9	4.5	6.6	12.1	0.7	0.7
One Year	1.2	1.0	1.7	3.0	14.0	12.8	60.9	60.4	26.8	38.8	2.3	2.4
Two Years	1.7	1.2	9.3	16.9	38.0	34.7	25.4	27.7	36.4	33.5	16.7	18.6
Three Years	7.0	6.5	24.1	34.2	18.9	21.5	5.2	5.2	23.7	12.9	38.8	41.3
Four Years	80.5	79.5	52.6	39.0	10.6	15.2	1.9	1.5	4.9	2.0	35.2	31.4
Five or More Years	9.2	11.7	11.9	6.4	2.8	4.8	0.8	0.6	1.7	0.6	6.2	5.7
Number Responding	440075	490337	439862	490020	436541	487481	437965	488242	437104	486037	437379	487398
Mean Number Years	3.94	3.99	3.62	3.27	2.03	2.32	1.39	1.41	1.98	1.56	3.24	3.17
Mean Number (Total)	3.97		3.44		2.18		1.40		1.76		3.21	

TABLE 7: Self-Reported Class Rank by SAT Average (1978-79 SDQ Question 5)

	Self-Reported Class Rank						Total	Median Percentile Rank	Number Responding
	Top Tenth	Second Tenth	Second Fifth	Third Fifth	Fourth Fifth	Lowest Fifth			
Pct Males	20.9	21.9	27.5	25.9	3.2	0.6	100.0	74.7	426,801
Pct Females	22.6	22.7	26.2	25.4	2.6	0.4	100.0	76.4	463,981
Pct Total	21.8	22.3	26.8	25.7	2.9	0.5	100.0	75.6	890,782
Total Percent with This Rank or Better	21.8	44.1	71.0	96.6	99.5	100.0			
Pct SAT Avg 600 or over	70.4	19.5	7.8	2.0	0.2	0.0	100.0	92.9	76,096
Pct SAT Avg 500 to 599	38.2	30.7	22.1	8.3	0.6	0.1	100.0	86.1	203,211
Pct SAT Avg 400 to 499	14.7	25.1	33.4	24.7	1.9	0.3	100.0	73.8	302,001
Pct SAT Avg below 400	4.9	14.3	28.4	45.2	6.2	1.1	100.0	58.9	276,564
SAT-Verbal Mean - Males	521	454	417	377	356	348	434		411,835
SAT-Verbal Mean - Females	507	443	408	365	336	323	426		445,952
SAT-Verbal Mean - Total	514	448	413	371	347	337	430		857,787
SAT-Math Mean - Males	604	526	477	423	393	385	498		411,778
SAT-Math Mean - Females	537	466	426	379	348	337	447		445,889
SAT-Math Mean - Total	568	494	451	400	372	364	471		857,667

TABLE 8: Estimated High School Grade Point Average (1978-79 SDQ Questions 6-17)

	Male		Female		Total	
	Number	%	Number	%	Number	%
3.75-4.00	61,929	14.2	85,265	17.5	147,194	15.9
3.50-3.74	47,625	10.9	67,013	13.8	114,638	12.4
3.25-3.49	53,854	12.3	68,659	14.1	122,513	13.3
3.00-3.24	75,551	17.3	85,794	17.6	161,345	17.5
2.75-2.99	54,469	12.5	58,231	12.0	112,700	12.2
2.50-2.74	56,352	12.9	54,651	11.2	111,003	12.0
2.25-2.49	38,404	8.8	32,314	6.6	70,718	7.7
2.00-2.24	29,559	6.8	22,088	4.5	51,647	5.6
Under 2.00	19,041	4.4	13,015	2.7	32,056	3.5
Number Responding	436,784		487,030		923,814	
Mean	3.01		3.13		3.08	
Standard Deviation	.61		.58		.60	

III. SOCIOECONOMIC CHARACTERISTICS

TABLE 9: Ethnic Background (1978-79 SDQ Question 37)

	Male		Female		Total	
	Number	%	Number	%	Number	%
American Indian	1,848	0.4	2,048	0.4	3,896	0.4
Black	32,668	7.6	48,898	10.2	81,566	8.9
Mexican-American	7,191	1.7	7,605	1.6	14,796	1.6
Oriental	12,677	2.9	12,481	2.6	25,158	2.8
Puerto Rican	4,283	1.0	4,907	1.0	9,190	1.0
White	362,378	83.8	394,389	82.1	756,767	82.9
Other	11,220	2.6	10,319	2.1	21,539	2.4
Number Responding	432,265		480,647		912,912	100.0
Minority Students	69,887	16.2	86,258	17.9	156,145	17.1

TABLE 10: Annual Parental Income by Ethnic Group (1978-79 SDQ Questions 37, 41-43)

	American Indian	Black	Mexican-American	Oriental	Puerto Rican	White	Other	No Ethnic Response	All Students
Income	%	%	%	%	%	%	%	%	%
Under \$3,000	4.0	6.7	3.1	2.5	5.0	0.8	4.1	2.1	1.5
\$3,000- 5,999	8.6	15.4	9.0	5.4	16.8	2.0	7.7	5.0	3.8
6,000- 8,999	12.1	20.1	14.4	10.4	20.1	4.5	12.5	8.2	6.7
9,000-11,999	11.8	16.0	15.4	11.7	15.4	7.2	11.9	9.6	8.5
12,000-14,999	9.6	10.7	13.0	10.6	10.4	9.1	10.8	9.6	9.4
15,000-19,999	17.0	12.6	18.7	14.8	11.8	17.9	15.3	17.1	17.2
20,000-29,999	21.8	11.8	18.4	23.2	11.9	29.4	19.9	25.4	27.1
30,000 or over	15.0	6.6	8.1	21.4	8.7	29.1	17.8	23.0	26.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number Responding (Income)	3,453	71,771	13,570	22,475	8,053	668,445	18,443	16,939	823,149
Number Responding to SDQ	3,896	81,566	14,796	25,158	9,190	756,767	21,539	35,447	948,359
Mean Contribution	\$1,530	\$820	\$940	\$1,750	\$830	\$2,440	\$1,500	\$1,980	\$2,210
Median Contribution	\$590	\$410	\$470	\$720	\$410	\$1,570	\$570	\$1,040	\$1,190
Mean Income	\$19,600	\$13,700	\$16,500	\$22,600	\$14,500	\$27,300	\$20,400	\$23,800	\$25,400
Median Income	\$16,000	\$10,200	\$13,800	\$18,000	\$10,400	\$22,000	\$15,800	\$19,500	\$20,800

TABLE 11: Estimated Parental Contribution toward Applicants' Education, by SAT Average (Calculated from 1978-79 SDQ Questions 27, 41-43)

Plan to Apply for Financial Aid		SAT Average								No SAT	All Students
		Below 350	350-399	400-449	450-499	500-549	550-599	600-649	650 or over		
%	Parental Contribution	%	%	%	%	%	%	%	%	%	%
87.1	\$0	1.5	0.4	0.3	0.2	0.2	0.1	0.1	0.1	1.1	0.5
90.1	\$1-499	50.9	35.4	30.2	26.1	23.0	20.5	17.9	14.7	42.7	31.1
81.8	\$500-999	12.7	15.1	14.8	14.6	13.8	12.9	11.9	10.4	12.3	13.8
76.5	\$1,000-1,499	6.8	8.6	8.7	8.8	8.7	8.5	8.1	7.5	7.0	8.2
69.4	\$1,500-1,999	6.1	7.9	8.3	8.3	8.4	8.3	7.9	7.6	6.6	7.8
93.4	\$2,000-2,999	7.2	9.9	11.0	11.8	12.4	12.8	13.1	13.4	8.6	10.8
51.9	\$3,000-3,999	5.3	8.1	9.5	10.7	11.7	12.6	13.4	14.5	7.1	9.7
45.4	\$4,000-4,999	2.7	4.0	4.6	5.2	5.7	6.3	6.9	8.0	3.5	4.8
48.4	\$5,000-5,999	0.7	0.8	0.8	0.9	0.8	0.8	0.8	0.7	0.8	0.8
43.1	\$6,000-7,999	4.3	7.1	8.9	10.4	12.2	13.9	16.2	19.4	7.6	9.7
32.8	\$8,000-9,999	1.4	2.2	2.4	2.6	2.8	3.0	3.3	3.5	2.2	2.4
30.5	\$10,000-Over	0.4	0.5	0.5	0.4	0.4	0.4	0.4	0.3	0.6	0.4
70.2	Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
915,777	Number Responding	133,470	115,602	139,241	136,046	110,831	73,475	41,711	27,027	29,334	806,737
1037,524	Number in Report	184,131	150,072	176,580	169,710	136,736	90,094	51,166	33,276	45,759	1037,524
\$1,600	Mean Contribution	\$1,340	\$1,910	\$2,170	\$2,370	\$2,580	\$2,760	\$3,000	\$3,300	\$1,810	\$2,210
\$810	Median Contribution	\$480	\$970	\$1,270	\$1,510	\$1,760	\$1,990	\$2,320	\$2,730	\$750	\$1,190
\$21,100	Mean Income	\$18,400	\$23,300	\$25,300	\$26,900	\$28,400	\$29,800	\$31,300	\$33,400	\$21,500	\$25,400
\$18,100	Median Income	\$14,900	\$19,200	\$20,700	\$21,800	\$23,200	\$24,500	\$25,800	\$28,300	\$17,100	\$20,800

IV. COLLEGE PLANS

TABLE 12: Degree-Level Goals (1978-79 SDQ Question 24)

Number Responding	437,705 Males	486,460 Females	924,165 Total
	%	%	%
Two-Year Training Program	3.1	3.7	3.4
Associate in Arts Degree	1.5	3.6	2.6
BA or BS Degree	30.0	32.8	31.4
MA or MS Degree	25.1	22.7	23.9
MD, PhD, Other Professional Degree	19.8	14.9	17.2
Undecided	20.5	22.3	21.5
Two-Year Program or Degree	4.6	7.3	6.0
Graduate Study	44.9	37.6	41.1

TABLE 13: Plans to Ask College for Special Assistance, by Areas of Need and Ethnic Group (1978-79 SDQ Questions 37, 44)

	American Indian	Black	Mexican-American	Oriental	Puerto Rican	White	Other	Total
	%	%	%	%	%	%	%	%
Educational Counseling	36.7	34.4	45.6	44.1	39.1	37.3	37.8	36.7
Voc/Career Counseling	26.5	25.4	32.3	35.6	25.0	28.3	27.8	27.8
Mathematical Skills	22.5	29.5	26.0	18.7	21.9	14.6	20.3	16.3
Reading Skills	14.2	16.7	17.5	22.8	17.7	11.8	16.6	12.6
Writing Skills	15.9	18.5	20.1	25.3	19.0	12.9	18.7	13.9
Study Skills	26.5	31.8	28.9	23.5	24.9	20.7	23.1	21.7
Part-Time Work	43.6	53.8	43.3	40.9	45.2	39.0	41.5	40.0
Personal Counseling	4.9	5.1	4.5	5.4	5.3	3.4	5.5	3.6
Seeking Assistance	87.8	94.7	92.0	89.7	91.0	80.5	86.9	81.2
Number Responding	3,896	81,566	14,796	25,158	9,190	756,767	21,539	948,359

TABLE 14: Intended Areas of Study - First Choice (1978-79 SDQ Question 61)

Number Responding	430,446 Males		482,450 Females		912,896 Total	SAT Verbal Mean	SAT Math Mean
			Male %	Female %	Total %		
Arts and Humanities			10.1	15.0	12.7	436	452
Architecture/Environmental Design			3.1	0.8	1.8	418	495
Art			2.3	6.2	4.4	404	421
English/Literature			1.0	2.2	1.6	505	478
Foreign Languages			0.3	1.5	1.0	475	476
Music			2.0	2.0	2.0	437	456
Philosophy and Religion			0.6	0.3	0.4	465	482
Theater Arts			0.9	2.0	1.5	437	433
Biological Sciences and Related Areas			17.7	26.0	22.1	435	472
Agriculture			2.4	1.2	1.7	408	443
Biological Sciences			3.9	3.6	3.7	472	507
Forestry/Conservation			1.8	0.6	1.1	420	456
Health and Medical			9.7	20.7	15.5	430	469
Business, Commerce, and Communications			21.6	20.9	21.2	408	448
Business and Commerce			18.2	17.3	17.8	400	447
Communications			3.4	3.5	3.5	448	449
Physical Sciences and Related Areas			27.8	7.2	16.9	448	535
Computer Science/Systems Analysis			4.0	2.7	3.3	419	498
Engineering			18.9	2.3	10.1	445	536
Mathematics			1.4	1.1	1.2	459	580
Physical Sciences			3.5	1.1	2.2	498	561
Social Sciences and Related Areas			15.4	24.6	20.3	429	449
Education			3.1	9.5	6.5	392	420
Ethnic Studies			0.0	0.0	0.0	372	386
Geography			0.1	0.0	0.0	438	481
History and Cultures			0.8	0.5	0.7	478	471
Home Economics			0.1	1.2	0.7	389	417
Library Science			0.0	0.1	0.1	476	448
Military Science			1.4	0.1	0.7	434	481
Psychology			1.5	5.2	3.4	435	447
Social Sciences			8.3	8.0	8.2	455	472
Miscellaneous			7.3	6.4	6.8	420	458
Other			1.2	1.0	1.1	396	430
Trade and Vocational			1.3	1.0	1.1	353	394
Undecided			4.9	4.4	4.6	441	480

TABLE 15, Part 1: Intended Specific Fields of Study - First Choice (1978-79 SDQ Question 61)

	Number	%		Number	%		Number	%
Agriculture			Business and Commerce (Continued)			Education (Continued)		
Agriculture Econ	696	0.1	Court Reporting	1,357	0.1	Vocational/Ind Educ	274	0.0
Agronomy	553	0.1	Finance and Banking	4,273	0.5	Other, Unspecified	7,330	0.8
Animal Science	2,736	0.3	Hotel/Restaurant	3,945	0.4	Engineering		
Dairy Science	341	0.0	Industrial Mgt	871	0.1	Aerospace/Aeron	12,363	1.4
Farming, Ranching	1,358	0.1	Marketing	4,918	0.5	Agricultural Eng	739	0.1
Fish and Game	4,691	0.5	Personnel Work	1,187	0.1	Air-Conditioning	411	0.0
Food Science	354	0.0	Real Estate	2,153	0.2	Architectural Eng	3,595	0.4
Horticulture	1,462	0.2	Sales and Retailing	5,124	0.6	Ceramic Eng	151	0.0
Landscaping	872	0.1	Secretarial Studies	15,453	1.7	Chemical Eng	5,561	0.6
Soil Sciences	133	0.0	Transportation	993	0.1	Civil Engineering	5,809	0.6
Other, Unspecified	2,577	0.3	Other, Unspecified	28,662	3.1	Construction/Trnspr	1,046	0.1
Architecture/Environmental Design			Communications			Drafting	2,327	0.3
Architecture	11,885	1.3	Film	1,544	0.2	Electrical Eng	17,973	2.0
City Planning	278	0.0	Journalism	10,414	1.1	Engineering Aide	150	0.0
Urban Development	254	0.0	Radio and TV	10,441	1.1	Engineering Design	1,183	0.1
Other, Unspecified	4,469	0.5	Other, Unspecified	9,096	1.0	Eng Sciences	1,438	0.2
Art			Computer Science/Systems Analysis			Indust and Mgt Eng	1,932	0.2
Art History	466	0.1	Computer Science	11,330	1.2	Indust Lab Tech	162	0.0
Commercial Art	7,972	0.9	Data Processing	5,634	0.6	Instrumentation	230	0.0
Design	2,440	0.3	Systems Analysis	2,144	0.2	Materials Science	72	0.0
Fashion Design	5,705	0.6	Other, Unspecified	11,195	1.2	Mechanical Eng	10,006	1.1
Graphic Arts	2,172	0.2	Education			Metallurgical Eng	358	0.0
Interior Dec	4,746	0.5	Agricultural Educ	216	0.0	Mining and Mineral	427	0.0
Museum Work	152	0.0	Art Education	807	0.1	Naval Arch/Marine	1,150	0.1
Photography	4,819	0.5	Business Education	1,013	0.1	Nuclear Technology	1,563	0.2
Printing	425	0.0	Child Development	5,077	0.6	Petroleum Eng	903	0.1
Studio Art	2,812	0.3	College Teaching	261	0.0	Plastics Tech	71	0.0
Other, Unspecified	8,215	0.9	Ed Administration	162	0.0	Quality Control	53	0.0
Biological Sciences			Ed of Exc Children	2,753	0.3	Surveying	308	0.0
Bacteriology	565	0.1	Ed of the Deaf	2,065	0.2	Textile Eng	151	0.0
Biochemistry	2,914	0.3	Ed of the Mntly Ret	4,253	0.5	Other, Unspecified	22,366	2.5
Biology	8,384	0.9	Elem Education	10,118	1.1	English and Lit		
Biophysics	310	0.0	General Education	1,291	0.1	Creative Writing	5,299	0.6
Botany	531	0.1	Guidance Counseling	959	0.1	English	3,117	0.3
Ecology	1,217	0.1	Health Education	302	0.0	Literature	1,437	0.2
Marine Biology	7,579	0.8	Home Economics Ed	399	0.0	Speech	340	0.0
Physiology	969	0.1	Industrial Arts Ed	521	0.1	Other, Unspecified	4,568	0.5
Zoology	2,428	0.3	Music Education	1,815	0.2	Ethnic Studies		
Other, Unspecified	9,190	1.0	Physical Education	13,483	1.5	American Indian	64	0.0
Business and Commerce			Recreation	1,580	0.2	Black Studies	106	0.0
Accounting	39,511	4.3	Secondary Education	2,528	0.3	Mexican-American	37	0.0
Advertising	3,489	0.4	Speech Therapy	1,794	0.2	Spanish-American	31	0.0
Bus Mgt and Admin	50,159	5.5				Other, Unspecified	55	0.0

TABLE 15, Part 2: Intended Specific Fields of Study - First Choice (1978-79 SDQ Question 61)

	Number	%		Number	%		Number	%
Foreign Languages			Home Economics			Psychology		
Classical Lang	194	0.0	Clothing/Textiles	1,418	0.2	Child Psychology	7,897	0.9
Eastern Languages	90	0.0	Family Relations	179	0.0	Experimental Psych	1,479	0.2
French	1,720	0.2	Food and Nutrition	2,115	0.2	General Psychology	5,956	0.7
German	465	0.1	Infant/Child Care	712	0.1	Social Psychology	4,598	0.5
Interpreting/Trans	1,045	0.1	Institutional Mgt	123	0.0	Other, Unspecified	11,482	1.5
Italian	114	0.0	Other, Unspecified	1,692	0.2	Social Sciences		
Linguistics	318	0.0	Library Science	492	0.1	Anthropology	1,140	0.1
Russian	126	0.0	Mathematics			Correction Admin	417	0.0
Spanish	1,936	0.2	Statistics	1,053	0.1	Economics	1,945	0.2
Other, Unspecified	2,729	0.3	Other, Unspecified	10,192	1.1	Fire Science	406	0.0
Forestry and Conserv	10,473	1.1	Military Science			Foreign Service	676	0.1
Geography	298	0.0	Air Science	3,099	0.3	Govern Ser/Politics	1,705	0.2
Health and Medical Professions			Merchant Marine	583	0.1	Industrial Rel	135	0.0
Dental Assisting	1,689	0.2	Military Sci-Army	961	0.1	International Rel	1,719	0.2
Dental Hygiene	5,172	0.6	Naval Science	1,152	0.1	Law Enforcement	8,164	0.9
Dental Technology	1,597	0.2	Other, Unspecified	1,036	0.1	Political Science	5,846	0.6
Health and Safety	342	0.0	Music			Prelaw/Law	31,350	3.4
Lab Technology	2,756	0.3	Composition/Theory	1,458	0.2	Public Admin	518	0.1
Medical Assisting	2,135	0.2	Instrumental Music	7,273	0.8	Social Work	8,113	0.9
Med Recs Librarian	350	0.0	Music History	115	0.0	Sociology	2,585	0.3
Medical Technology	5,495	0.6	Voice	3,524	0.4	Other, Unspecified	9,914	1.1
Nursing-Practical	1,857	0.2	Other, Unspecified	5,665	0.6	Theater Arts		
Nursing-Registered	27,714	3.0	Philosophy and Religion			Acting	4,447	0.5
Occupatnl Therapy	1,840	0.2	Ministry	1,280	0.1	Dance	2,229	0.2
Optometry	1,540	0.2	Philosophy	630	0.1	Drama	1,173	0.1
Pharmacy	5,070	0.6	Religion	751	0.1	Theater Arts	2,215	0.2
Physical Therapy	10,639	1.2	Theology	526	0.1	Other, Unspecified	3,361	0.4
Pedentistry	6,293	0.7	Other, Unspecified	676	0.1	Trade and Vocational		
Premedicine	33,076	3.6	Physical Sciences			Airline Hostess	3,431	0.4
Preveterinary	10,547	1.2	Astronomy	1,355	0.1	Auto Maintenance	1,743	0.2
Radiology/X-Ray	3,687	0.4	Chemistry	4,850	0.5	Aviation Maint	841	0.1
Other, Unspecified	19,597	2.1	Earth Science	442	0.0	Building Construc	766	0.1
History and Cultures			Geology	1,350	0.1	Carpentry	1,069	0.1
American	2,345	0.3	Meteorology	1,175	0.1	Cosmetology	921	0.1
Ancient	641	0.1	Oceanography	2,326	0.3	Mortuary Service	199	0.0
Area and Regional	92	0.0	Physical Sciences	960	0.1	Other, Unspecified	1,420	0.2
European	728	0.1	Physics	3,431	0.4	Other	9,843	1.1
Other, Unspecified	2,185	0.2	Other, Unspecified	4,519	0.5	Undecided	42,071	4.6

TABLE 16: Advanced Placement Plans by Honors Course Participation (1978-79 SDQ Questions 12-18)

839,616 Requests by 466,007 Students, Who Represent 48.1% of the Students Responding to the SDQ

	English	Mathematics	Foreign Languages	Biological Sciences	Physical Sciences	Social Studies	Art and Music
Honors Courses:							
Number Who Took an Honors Course, by Subject	134,158	133,778	59,631	83,162	81,133	80,548	N/A
Of Those Who Took an Honors Course, by Subject, % Who Want Advanced Placement in That Subject	49.1	51.0	36.4	24.1	29.2	37.7	N/A
Nonhonors Courses:							
Number Who Took a Nonhonors Course, by Subject	790,087	789,665	753,404	799,858	747,996	839,305	N/A
Of Those Who Took a Nonhonors Course, by Subject, % Who Want Advanced Placement in That Subject	17.7	14.5	9.7	7.7	8.0	10.0	N/A
Total:							
% Who Plan to Apply for Advanced Placement, by Subject	22.0	19.5	10.3	8.8	9.1	12.2	5.6

TABLE 17: Housing Preferences (1978-79 SDQ Question 30)

Number Responding	428,339 Males	479,843 Females	908,182 Total
	%	%	%
At Home	23.8	27.2	25.6
Single-Sex Dorm	17.2	28.7	23.2
Coed Dorm	37.7	28.1	32.6
Fraternity or Sorority	4.2	3.8	4.0
On-Campus Apartment	9.6	6.6	8.0
Off-Campus Apartment	7.5	5.6	6.5

TABLE 18: Extracurricular Activities in High School and Plans for College
(1978-79 SDQ Questions 45-46)

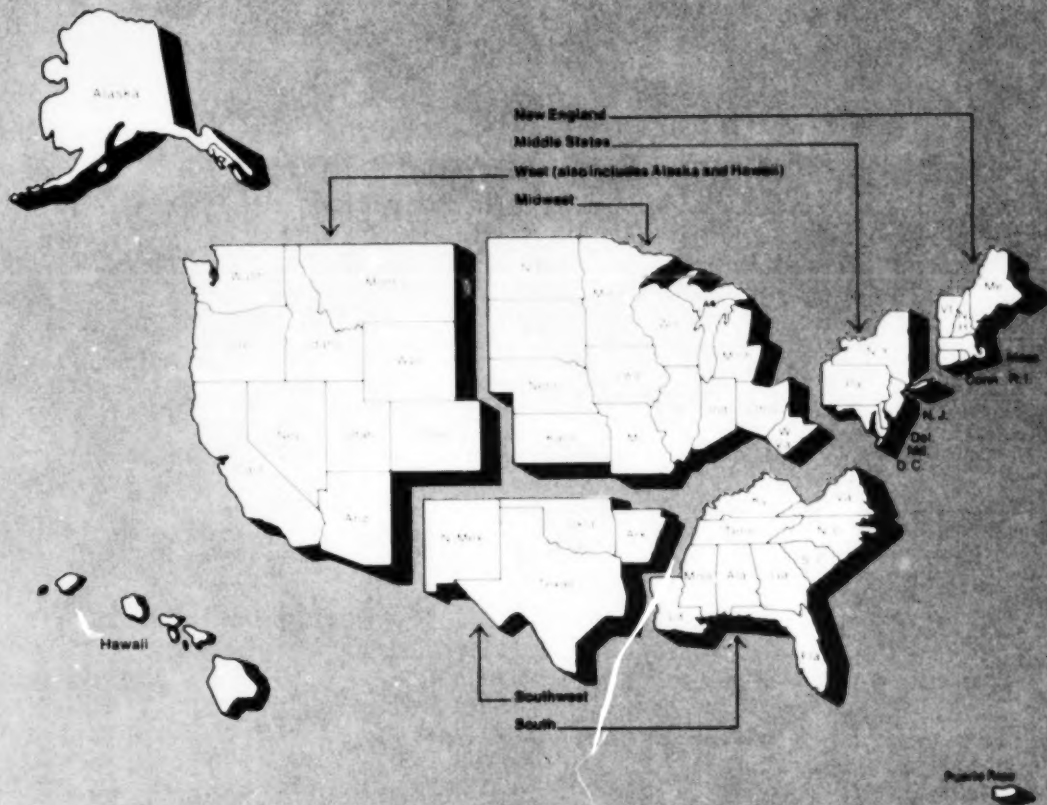
Number Responding to at Least One Activity	427,891 Males		479,241 Females		906,932 Total	
	Active	Will Be	Active	Will Be	Active	Will Be
	In H.S.	Active	In H.S.	Active	In H.S.	Active
Extracurricular Activities	%	%	%	%	%	%
Athletics, Incl Intramural and Community	80.6	67.5	58.3	44.8	68.8	55.5
Ethnic Organizations	5.4	5.2	7.3	7.1	6.4	6.2
Journalism, Debating, Dramatics	24.2	21.1	33.5	30.0	29.1	25.8
Art, Music, or Dance	32.9	26.1	53.1	47.3	43.6	37.3
Departmental or Preprofessional Clubs	10.0	17.1	15.1	17.9	12.7	17.5
Religious Organizations	29.4	19.2	37.2	24.5	33.5	22.0
Social or Community Clubs	35.0	36.6	49.0	51.5	42.4	44.5
Student Government	19.7	17.6	26.9	22.9	23.5	20.4
Average Extracurricular Participation Rate	29.3	26.0	34.8	30.3	32.0	28.3

V. HIGH SCHOOLS

TABLE 19: Type of High School (1978-79 SDQ Question 2)

	Number	%
Public	769,784	82.2
Other Than Public	166,186	17.8
Number Responding	935,970	

Areas served by College Board Regional Offices



Middle States Regional Office • Suite 1418 • 1700 Market Street • Philadelphia, Pennsylvania 19103 • (215) 567-8555

Midwestern Regional Office • One American Plaza • Evanston, Illinois 60201 • (312) 869-1840

New England Regional Office • 470 Totten Pond Road • Waltham, Massachusetts 02154 • (617) 890-6180

Southern Regional Office • Suite 200 • 17 Executive Park Drive, N.E. • Atlanta, Georgia 30329 • (404) 636-9485

Southwestern Regional Office • Suite 922 • 211 East Seventh Street • Austin, Texas 78701 • (512) 473-0231

Western Regional Office • 800 Welch Road • Palo Alto, California 94304 • (415) 321-5211

• Suite 23 • 2142 South High Street • Denver, Colorado 80210 • (303) 777-4434

In Puerto Rico, inquiries should be addressed to: The College Board • The Banco Popular Center • Suite 701 •

Luis Muñoz Rivera Avenue • Hato Rey, Puerto Rico • (809) 765-5876

Mailing address: Box 1275 • Hato Rey, Puerto Rico 00919